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Ministry of Education

The Ontario Curriculum
Exemplars

English As a Second Language and English Literacy Development

Level 1

Samples of Student Work: A Resource for Teachers

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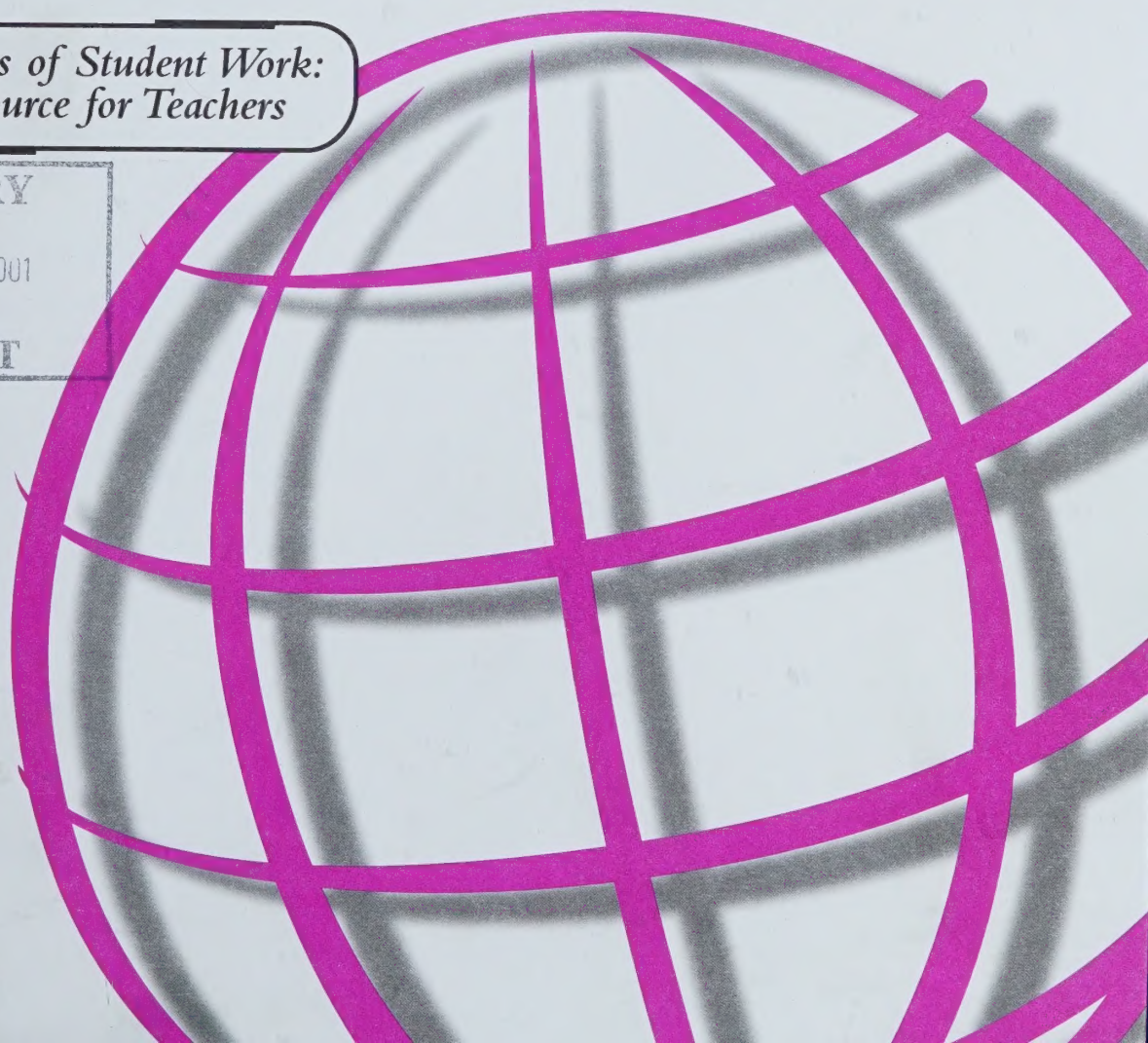

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Introduction

In 1999, the Ministry of Education published a new curriculum for Ontario secondary school students in Grades 9 and 10. The new curriculum is more specific than previous curricula with respect to both the knowledge and the skills that students are expected to develop and demonstrate in each grade. In the curriculum policy document for each discipline, teachers are provided with the curriculum expectations for each course within the discipline and an achievement chart that describes four levels of student achievement to be used in assessing and evaluating student work.

The document entitled *The Ontario Curriculum, Grades 9–12: Program Planning and Assessment, 2000* states that "assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in this document and in the curriculum policy document for each discipline" (p. 13). The document also states that the ministry is providing a variety of materials to assist teachers in improving their assessment methods and strategies and, hence, their assessment of student achievement. The present document is one of the resources intended to provide assistance to teachers in their assessment of student achievement. It contains samples ("exemplars") of student work at each level of achievement.

Ontario school boards were invited by the ministry to participate in the development of exemplars. Forty-seven district school boards responded to this invitation. Teams of subject specialists from across the province were involved in developing the assessment materials. They designed the performance tasks and scoring scales ("rubrics") based on selected Ontario curriculum expectations, field-tested them in classrooms, suggested changes, administered the final tasks, marked the student work, and selected the exemplars used in this document. During each stage of the process, external validation teams reviewed the subject material to ensure that it reflected the expectations in the curriculum and that it was accessible to and appropriate for all students. Ministry staff who had been involved in the development of the curriculum policy documents also reviewed the tasks, rubrics, and exemplars.

The selection of student samples that appears in this document reflects the professional judgement of teachers who participated in the project. No students, teachers, or schools have been identified.

Samples on video accompany this document. These samples were produced in partnership with TVOntario.

The procedures followed during the development and implementation of this project will serve as a model for boards, schools, and teachers in designing assessment tasks within the context of regular classroom work, developing rubrics, assessing the achievement of their own students, and planning for the improvement of students' learning.

The samples in this document will provide parents[1] with examples of student work to help them monitor their children's progress. They also provide a basis for communication with teachers.

Use of the exemplar materials will be supported initially through provincial in-service training. A variety of additional opportunities (e.g., discipline- or subject-specific workshops and summer institutes) will be available to secondary school teachers to support the use of the exemplars.

Purpose of This Document

This publication was developed to:

- show the characteristics of student work at each of the four levels of achievement for Grade 9;
- promote greater consistency in the assessment of student work across the province;
- provide an approach to improving student learning by demonstrating the use of clear criteria applied to student work in response to clearly defined assessment tasks;
- show the connections between what students are expected to learn (the curriculum expectations) and how their work can be assessed using the levels of achievement described in the curriculum policy document for the subject.

Teachers, parents, and students should examine the student samples in this document and consider them along with the information in the Teacher's Notes and Comments/Next Steps sections. They are encouraged to examine the samples in order to develop an understanding of the characteristics of work at each level of achievement in Grade 9 and the ways in which the levels of achievement reflect a progression in the quality of knowledge and skills demonstrated by the student.

The samples in this document represent examples of student achievement obtained using only one method of assessment, called performance assessment. Teachers will also make use of a variety of other assessment methods and strategies in evaluating student achievement in a course over a term or school year.

Features of This Document

This document contains the following:

- a description of each performance task, as well as the curriculum expectations related to the task
- the task-specific assessment chart, or rubric
- samples of student work for each of the four levels of achievement
- Teacher's Notes, which provide some details on the level of achievement for each sample

1. In this document, *parent(s)* refers to parent(s) and guardian(s).

- Comments/Next Steps, which offer suggestions for improving achievement
- the Teacher Package that was used by teachers in administering the task

It should be noted that *each sample* for a specific level of achievement represents the characteristics of work at that level of achievement.

A video of student samples for the course entitled Beginning Literacy accompanies this document. The video contains the following:

- a brief overview of the exemplar project
- an introduction to the subject
- an overview of the performance task and the expectations addressed in the task
- samples of students' oral presentations
- comments on the rubric, the levels of achievement, and the student samples
- a list of resources
- concluding remarks

Students whose performance in the oral presentation was scored at level 1 or level 2 do not appear on the video; only the audio portion of their presentations is included.

The Tasks

The performance tasks for English as a second language (ESL) and English literacy development (ELD) were based directly on curriculum expectations selected from the Grade 9 courses in the policy document for ESL/ELD. The tasks encompassed the four categories of knowledge and skills (i.e., Knowledge/Understanding, Thinking/Inquiry, Communication, and Application), requiring students to integrate their knowledge and skills in meaningful learning experiences. The tasks gave students an opportunity to demonstrate not only how well they had learned to use the required knowledge and skills in one context, but how well they could use their knowledge and skills in another context.

Teachers were required to explain the scoring criteria and descriptions of the levels of achievement (i.e., the information in the task rubrics) to the students before they began the assignment (for the rubrics, see pages 15 and 42).

The Rubrics

In this document, the term *rubric* refers to a scoring scale that consists of a set of achievement criteria and descriptions of the levels of achievement for a particular task. The scale is used to assess students' work; this assessment is intended to help students improve their performance level. The rubric identifies key criteria by which students' work is to be assessed, and it provides descriptions that indicate the degree to which the key criteria have been met. The teacher uses the descriptions of the different levels of achievement given in the rubric to assess student achievement on a particular task.

The rubric for a specific performance task is intended to provide teachers and students with an overview of the expected final product with regard to the knowledge and skills being assessed as a whole.

The achievement chart in the curriculum policy document for ESL/ELD provides a standard province-wide tool for teachers to use in assessing and evaluating their students' achievement over a period of time. While the chart is broad in scope and general in nature, it provides a reference point for all assessment practice and a framework within which to assess and evaluate student achievement. The descriptions associated with each level of achievement serve as a guide for gathering and tracking assessment information, enabling teachers to make consistent judgements about the quality of student work while providing clear and specific feedback to students and parents.

For the purposes of the exemplar project, a single rubric was developed for a performance task in each course. This task-specific rubric was developed in relation to the achievement chart in the curriculum policy document.

The differences between the achievement chart and the task-specific rubric may be summarized as follows:

- The achievement chart contains broad descriptions of achievement. Teachers use it to assess student achievement over time, making a summative evaluation that is based on the total body of evidence gathered through using a variety of assessment methods and strategies.
- The rubric contains criteria and descriptions of achievement that relate to a specific task. The rubric uses some terms that are similar to those in the achievement chart but focuses on aspects of the specific task. Teachers use the rubric to assess student achievement on a single task.

The rubric contains the following components:

- an identification (by number) of the expectations on which student achievement in the task was assessed
- the four categories of knowledge and skills
- the relevant criteria for evaluating performance of the task
- descriptions of student performance at the four levels of achievement (level 3 on the achievement chart is considered to be the provincial standard)

As stated earlier, the focus of performance assessment using a rubric is to improve students' learning. In order to improve their work, students need to be provided with useful feedback. Students find that feedback on the strengths of their achievement and on areas in need of improvement is more helpful when the specific category of knowledge or skills is identified and specific suggestions are provided than when they receive only an overall mark or general comments. Student achievement should be considered in relation to the criteria for assessment stated in the rubric for each category, and feedback should be provided for each category. Through the use of a rubric, students' strengths and weaknesses are identified and this information can then be used as a basis for planning the next steps for learning. In this document, the Teacher's Notes section indicates the reasons for assessing a student's performance at a specific level of achievement, and the Comments/Next Steps section indicates suggestions for improvement.

In the exemplar project, a single rubric encompassing the four categories of knowledge and skills was used to provide an effective means of assessing the particular level of student performance in the performance task, to allow for consistent scoring of student performance, and to provide information to students on how to improve their work. However, in the classroom, teachers may find it helpful to make use of additional rubrics if they need to assess student achievement on a specific task in greater detail for one or more of the four categories. For example, it may be desirable in evaluating an oral report to use one rubric for assessing the content (Knowledge/Understanding), one for the research (Thinking/Inquiry), one for the writing (Communication), and one for the delivery of the oral presentation itself (Application).

The rubrics for the tasks in the exemplar project are similar to the scales used by the Education Quality and Accountability Office (EQAO) for the Grade 3, Grade 6, and Grade 9 provincial assessments in that both the rubrics and the EQAO scales are based on the Ontario curriculum expectations and the achievement charts. The rubrics differ from the EQAO scales in that they were developed to be used only in the context of classroom instruction to assess achievement in a particular assignment in a course.

Although rubrics were used effectively in this exemplar project to assess responses related to the performance tasks, they are only one way of assessing student achievement. Other means of assessing achievement include observational checklists, tests, marking schemes, or portfolios. Teachers may make use of rubrics to assess students' achievement on, for example, essays, reports, exhibitions, debates, conferences, interviews, oral presentations, recitals, two- and three-dimensional representations, journals or logs, and research projects.

Development of the Tasks

The performance tasks for the exemplar project were developed by teams of subject specialists in the following way:

- The teams selected a cluster of curriculum expectations that focused on the knowledge and skills in the course that are considered to be of central importance in the subject. Teams were encouraged to select a manageable number of expectations to enable teachers to focus their feedback to students. The particular selection of expectations ensured that all students in the course would have the opportunity to demonstrate their knowledge and skills in each category of the achievement chart in the curriculum policy document for the subject.
- For each course, the teams drafted two tasks that would encompass all of the selected expectations and that could be used to assess the work of all students in the course. (Only one of these tasks would eventually be used for the final administration of the task.)
- The teams established clear, appropriate, and concrete criteria for assessment, and wrote the descriptions for each level of achievement in the task-specific rubric, using the achievement chart for the subject as a guide.
- The teams prepared detailed instructions for both teachers and students participating in the assessment project.

- The two tasks were field-tested in classrooms across the province – one in the fall of 1999, the other in the winter of 2000 – by teachers who had volunteered to participate in the field test. Student work was scored by teams of teachers of the subject. In addition, classroom teachers, students, and board contacts provided feedback on the task itself and on the instructions that accompanied the task. Suggestions for improvement were taken into consideration in the revision of the tasks, and the feedback helped to determine which of the two tasks would actually be used for the final administration of the tasks in May 2000.

In developing the tasks, the teams ensured that the resources needed for completing the task – that is, all worksheets and support materials – were provided. It was also suggested that students could consult the teacher-librarian at the school about additional print and electronic materials.

Prior to both the field tests and the final administration of the tasks, a team of validators – including research specialists, gender and equity specialists, and subject experts – reviewed the instructions in the teacher and student packages, making further suggestions for improvement.

Assessment and Selection of the Samples

After the final administration of the tasks, student work was scored by trained board personnel. The student samples were then forwarded to the ministry, where a team of teachers from across the province, who had been trained by the ministry to assess achievement on the tasks, scored and selected the student samples that would serve as the exemplars for each level of achievement.

The rubrics were the primary tool used to evaluate student work at both the district school board level and the provincial level. The samples that appear in this document were selected in the following way:

- At the district school board level, after some training was provided, teachers of the subject evaluated and discussed the student work until they were able to reach a consensus regarding the level to be assigned for achievement in each category. This evaluation was done to ensure that the student work being selected clearly illustrated that level of performance.
- Student work was then sorted into two groups: (1) work that demonstrated the same level of achievement in all four categories; and (2) work that demonstrated achievement at more than one level over the four categories.
- All the samples were submitted to a provincial selection team of teachers, who re-scored and validated the samples of work that demonstrated the same level of achievement in all four categories, and chose, through consensus, two samples that best represented the characteristics of work at that level.

The following points should be noted:

- Where written work was required, two samples of student work are included for each of the four achievement levels. The use of two samples is intended to show that the characteristics of an achievement level can be exemplified in different ways.

- Although the samples of student work in this document were selected to show a level of achievement that was largely consistent in the four categories of Knowledge/Understanding, Thinking/Inquiry, Communication, and Application, teachers using rubrics to assess student work will notice that students' achievement frequently varies across the categories (e.g., a student may be achieving at level 3 in Knowledge/Understanding but at level 4 in Communication).
- Although the student samples show responses to most questions, students achieving at level 1 and level 2 will often omit answers or will provide incomplete responses or incomplete demonstrations.
- Although the student samples show responses to most questions, students achieving at level 1 and level 2 will often omit answers or will provide incomplete responses or incomplete demonstrations.
- Students' effort was not evaluated. Effort is evaluated separately by teachers as part of the "learning skills" component of the Provincial Report Card.
- This document and the accompanying videos do not include any student samples that were assessed using the rubrics and judged to be below level 1. (Work judged to be below level 1 is work on which a student achieves a mark of less than 50%. A student whose overall achievement at the end of a course is below 50% will not obtain a credit for the course.) Teachers are expected to work with students whose achievement is below level 1, as well as with their parents, to help the students improve their performance.

Use of the Student Samples

Teachers and Administrators

The samples of student work included in this document will help teachers and administrators by:

- providing student samples and criteria for assessment that will enable them to help students improve their achievement;
- providing a basis for conversations among teachers, parents, and students about the criteria used for assessment and evaluation of student achievement;
- facilitating communication with parents regarding the curriculum expectations and levels of achievement for each subject or course;
- promoting fair and consistent assessment within subjects and courses.

Teachers may choose to:

- use the teaching/learning activities outlined in the performance tasks;
- use the performance tasks and rubrics in this document in designing comparable performance tasks;
- use the samples of student work at each level as reference points when assessing student work;
- use the rubrics to clarify what is expected of the students and to discuss the criteria and standards for high-quality performance;
- review the samples of work with students and discuss how the performances reflect the levels of achievement;

- adapt the language of the rubrics to make it more "student friendly";
- develop other assessment rubrics with colleagues and students;
- help students describe their own strengths and weaknesses and plan their next steps for learning;
- share student work with colleagues for consensus marking;
- partner with other schools to design tasks and rubrics, and to select samples for other performance tasks and other subject areas.

Administrators may choose to:

- encourage and facilitate teacher collaboration regarding standards and assessment;
- provide training to ensure that teachers understand the role of the exemplars in assessment, evaluation, and reporting;
- establish an external reference point for schools in planning student programs and for school improvement;
- facilitate sessions for parents and school councils using this document and the accompanying videos as a basis for discussion of curriculum expectations, levels of achievement, and standards;
- participate in future exemplar projects within their district school boards or with the Ministry of Education.

Parents

The performance tasks in this document exemplify a range of meaningful and relevant learning activities related to the curriculum expectations for the Grade 9 ESL and ELD courses. In addition, this document invites the involvement and support of parents as they work with their children to improve their achievement. Parents may use the samples of student work and the rubrics as:

- resources to help them understand the levels of achievement;
- models to help monitor their children's progress from level to level;
- a basis for communication with teachers about their children's achievement;
- a source of information to help their children monitor achievement and improve their performance;
- models to illustrate the application of the levels of achievement.

Students

Students are asked to participate in performance assessments in all curriculum areas. When students are given clear expectations for learning, clear criteria for assessment, and immediate and helpful feedback, their performance improves. Students' performance improves as they are encouraged to take responsibility for their own achievement and to reflect on their own progress and "next steps".

It is anticipated that the contents of this document will help students in the following ways:

- Students will be introduced to a model of one type of task that will be used to assess their learning, and will discover how rubrics can be used to improve their product or performance on an assessment task.

- The performance tasks and the exemplars will help clarify the curriculum expectations for learning.
- The rubrics and the information given in the Teacher's Notes section will help clarify the assessment criteria.
- The information given under Comments/Next Steps will support the improvement of achievement by focusing attention on two or three suggestions for improvement.
- With an increased awareness of the performance tasks and rubrics, students will be more likely to communicate effectively about their achievement with their teachers and parents, and to ask relevant questions about their own progress.
- Students can use the criteria and the range of student samples to help them see the differences in the levels of achievement. By analysing and discussing these differences, students will gain an understanding of ways in which they can assess their own responses and performances in related assignments and identify the qualities needed to improve their achievement.

Beginning Communication in English ESL Level 1

Open

A Composition About a New Canadian

The Task

Students were asked to conduct a brief interview with an immigrant to Canada, asking at least ten questions. They were then to write a short, structured, chronologically organized composition describing the person's life and explaining why his or her story is important to them. (The term "composition" is used in the expectations for the Writing strand of the course, and denotes a group of sentences focusing on a particular topic.)

Expectations

This task gave students the opportunity to demonstrate achievement of the following selected expectations from the Writing strand.

Students will:

1. write in a variety of forms, with teacher guidance;
2. use some simple sentence patterns and key conventions of standard Canadian English to write about classroom topics and activities;
3. write short, structured compositions of personal relevance;
4. write simple assertive, interrogative, and imperative sentences;
5. use simple verb tenses, plurals, pronouns, count nouns, adjectives, and basic prepositions, with teacher guidance;
6. use capitals at the beginning of sentences and for frequently occurring proper nouns (e.g., names, countries, months);
7. use periods and question marks at the end of sentences, and apostrophes in commonly used contractions;
8. spell frequently used words from classroom and personal word lists.

Prior Knowledge and Skills

To complete this task, students were expected to have some knowledge or skills relating to the following:

- asking simple questions in English in the present and past tenses
- using regular and irregular verb forms in the simple past tense
- writing simple plurals and pronouns
- using connecting words to enhance chronological order (e.g., *next, after, then*)
- using subject–verb agreement
- writing brief, structured compositions (introduction, body, conclusion), using models provided by the teacher
- making short, point-form notes of answers to simple questions

For information on the process used to prepare students for the task and on the materials, resources and equipment required, see the Teacher Package reproduced on pages 30–37 of this document.

Task Rubric – A Composition About a New Canadian

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding					
	The student:				
5	– demonstrates knowledge of simple verb tenses in English (past, present, future)	– demonstrates knowledge by using a few verbs accurately	– demonstrates knowledge by using some verbs accurately	– demonstrates knowledge by using most verbs accurately	– demonstrates knowledge by using all or almost all verbs accurately
Thinking/Inquiry					
	The student:				
1, 2, 3	– orders information in the composition chronologically	– orders information chronologically with limited accuracy	– orders information chronologically with some accuracy	– orders information chronologically with considerable accuracy	– orders information chronologically with a high degree of accuracy
Communication					
	The student:				
2, 4	– writes sentences that are complete and correctly formed	– writes a few complete and correctly formed sentences	– writes some complete and correctly formed sentences	– writes a considerable number of complete and correctly formed sentences	– writes sentences that are all or almost all complete and correctly formed
3	– effectively communicates the personal relevance of the subject's story	– communicates the personal relevance of the story with limited effectiveness	– communicates the personal relevance of the story with some effectiveness	– communicates the personal relevance of the story with considerable effectiveness	– communicates the personal relevance of the story with a high degree of effectiveness
Application					
	The student:				
4, 5, 6, 7, 8	– uses language conventions accurately (spelling, capitalization, use of periods)	– uses language conventions with limited accuracy	– uses language conventions with some accuracy	– uses language conventions with considerable accuracy	– uses language conventions with a high degree of accuracy

* The expectations that correspond to the numbers given in this chart are listed on page 14.
Note: A student whose overall achievement at the end of a course is below level 1 (that is, below 50%) will not obtain a credit for the course.

A Composition About a New Canadian Level 1, Sample 1

Interview of Vickrem

[redacted] Vickrem were born in India in 1964 January 23th. He were [redacted] 3 years old when he started to tolk. He whent to Govt Cecondary Schoolwhen he were a child. He [redacted] came to Canada in 1997 on December 19th [redacted] Vickrem's family came to Canada for good education. He was 14 years old when he came to Canada. [redacted] He said he had some problems with speaking and understanding English but he like one think [redacted] that is Canada's rules. He live in Matton. His first language is Punjabe. Know he want to be a big singer. He want to go to Humber College. His favours sport is circket but he like to play basketball. Math is his favourite subject. He want to be big businessman but know he wanted to do computer job for sumer.

Teacher's Notes

Knowledge/Understanding

- The student demonstrates limited knowledge of verb tenses, as illustrated by the following:
  - exhibits difficulty with the third-person construction in the present tense (e.g., "He live in Malton.")
  - exhibits difficulty with subject–verb agreement (e.g., "Vickrem were born")

Thinking/Inquiry

- The student orders information chronologically with limited accuracy (e.g., jumps from India to Canada and back to India, and from school to future goals and back to school; does not use connecting words to reinforce chronology).

Communication

- The student writes a few complete and correctly formed sentences, with the exception of the following:
  - omits prepositions, hindering the flow of some sentences
  - misuses words, detracting from the clarity of some sentences (e.g., "but he like one think that is ..."; "Know he want to be a big singer.")
- The student communicates the personal relevance of the story with limited effectiveness (e.g., does not state his or her relationship to the subject; does not directly identify the subject's strengths or describe why these are important to the student).

Application

- The student uses language conventions with limited accuracy, using capitals and periods correctly but making many spelling errors (e.g., "whent", "Govt Cecondary School", "circket", "sumer").

Comments/Next Steps

- The student needs to use a dictionary or the spell-check function of a word-processing program to correct spelling errors.
- The student needs to practise to improve the structure of complex sentences.
- The student needs to practise subject–verb agreement.
- The student should try to use connecting words to help ensure chronological order and for flow in the composition.

A Composition About a New Canadian Level 1, Sample 2

My firend

My firend Name is steve . He is my bestfirend . He live's in Canada. He was born in Guyana. He born in (1976).He come to Canada it his family to live. He come to Canada in (1981).He grow up in Canada He have one sister. He live's wiht his Mother and sister. He work's as a Accountant. I respect him and I think he is a great guy.

Teacher's Notes

Knowledge/Understanding

- The student demonstrates limited knowledge of verb tenses, using only a few verbs accurately (e.g., "He come to Canada it his family to live."; "He work's as a Accountant."; "He have one sister.").

Thinking/Inquiry

- The student orders information chronologically with limited accuracy (e.g., jumps from Canada to Guyana and back to Canada; does not use connecting words to reinforce chronology).

Communication

- The student writes a few complete and correctly formed sentences, as illustrated by the following:
  - includes one compound sentence (e.g., "I respect him and I think he is a great guy.")
  - omits auxiliary verbs, which may inhibit meaning (e.g., "He born in (1976).")
  - misuses words, which creates difficulties in comprehension (e.g., "He come to Canada it his family to live.")
- The student communicates the personal relevance of the subject of the story with limited effectiveness, identifying the relationship (e.g., "best-firend") but not elaborating on why this person is important to the student.

Application

- The student uses language conventions with limited accuracy, as illustrated by the following:
  - makes several spelling errors (e.g., "firend", "wiht", "bestfirend")
  - uses apostrophes in forming present tense verbs (e.g., "live's", "work's")
  - uses parentheses incorrectly (e.g., "He come to Canada in (1981).")
  - uses capitals inconsistently (e.g., "Name", "steve", "Accountant", "his Mother and sister")

Comments/Next Steps

- When word processing compositions, the student should use the spell check to catch spelling errors.
- The student should practise writing a variety of sentence types.
- The student should put the facts in chronological order to improve the flow of the composition.
- Practice is needed using past, present, and future tenses, and constructing verbs using auxiliaries.

A Composition About a New Canadian Level 2, Sample 1

Milica was born in 1982, in Vukovae, Croatia. She come to Canada as a refugee during Croatia War in 1991. She grew up in Vukovar but after her childes continue in Canada in Kitchener. Her first lenguage was Serbian. Now she ~~go~~ went in high school Grand River. When I as Milica what she ~~th~~thought when she finish high school, she say, that she want to ~~went~~ go on business college.

Milica love every thing what loves teenagers. ~~E~~every weekend she go out in night club in cinema. She loves to helpes to older persons, so she like volunteer every day spend with older persons who needs help.

So, I think that she very important person for our community. I love her so mulch because she hade big heart, and she alweys hade a time for every one who needs her help.

Teacher's Notes

Knowledge/Understanding

- The student demonstrates some knowledge of verb tenses, using some verb tenses correctly (e.g., "She grew up in Vukovar"), but making some errors in the present tense (e.g., "she go", "she say") and omitting some verbs (e.g., "she very important person").

Thinking/Inquiry

- The student orders information chronologically with some accuracy, placing only one sentence out of order (e.g., "Her first lenguage was Serbian.") and using some connecting words to enhance the chronological flow (e.g., "now").

Communication

- The student writes some complete and correctly formed sentences, but misuses or omits words in others (e.g., "Milica love every thing what loves teenagers"; "So, I think that she very important person"; "Now she went in high school Grand River").
- The student communicates the personal relevance of the subject with some effectiveness (e.g., "I love her so much because she had big heart").

Application

- The student uses language conventions with some accuracy, but misspells some words (e.g., "alweys", "lenguage") and uses capitals inconsistently ("Business college").

Comments/Next Steps

- The student should continue to attempt to write longer, complex sentences.
- The student needs to review present-tense verbs.
- The writing should be edited for missing prepositions and articles.

Selvan

Selvan was born in 1980 May 21st. He was born in Srihanka. He came to Canada in 1997. He wants to came Canada because in his country has many proplem you know that. He lives in Monteal. He is going to St. Paul high school. He studiess Math, Computer and English. He grew up in Sri hanka. He wants to be a business man because he likes math and computer and he speaks 3 languages Tamil, Englis and French. He is a nice man.

I thing he will be come a business man because he Speaks 3 languages and when he talks for me or friends. H talks about business that's why. I know he be to a business man. He is my friend too.

Teacher's Notes

Knowledge/Understanding

- The student uses some verbs accurately, making few errors in the use of the present tense (e.g., "He lives in Monteail", "He is my friend"), but shows inconsistency in the use of the past tense (e.g., "Selvan was born", "He wants to came Canada") and makes errors in attempting to use the future tense (e.g., "I know he be to a business man.").

Thinking/Inquiry

- The student orders information chronologically with some accuracy, but places a few sentences out of order (e.g., "He grew up in Sri Lanka.") and uses no connecting words to enhance the chronological flow.

Communication

- The student writes some complete and correctly formed sentences, using mostly the same simple sentence pattern (e.g., "He was born in Sri Lanka."; "He is a nice man."), but makes errors in word order, and misuses or omits words (e.g., "He wants to came Canada because in his country has many proplem you know that.").
- The student communicates the personal relevance of the subject's story with some effectiveness, stating his or her relationship to the subject (e.g., "He is my friend"), but implying rather than clearly identifying the admired characteristics (e.g., "He studies Math, computer and English."; "I know he be to a business man.").

Application

- The student uses language conventions with some accuracy, using periods correctly but misspelling several words (e.g., "I thing he will be come a business man"; "proplem"; "St Pauil") and making some errors in capitalization (e.g., "He studies Math, computer and English.").

Comments/Next Steps

- The student needs to edit his or her writing for chronological order and spelling errors.
- The student should try to incorporate a larger variety of verbs and verb tenses.
- Sentence patterns should be varied to add interest.

A

An Immigrant Person Abul

Abul was born in Bangladesh in 1957. He was grew up in Noakhali Bangladesh. He went to the Chittagong Agrabad Govt. Colony High school in Bangladesh Abul studied Bachelor of Arts. He finished study in 1978. After finished study. he started teaching in Bangladesh in 1979. Then he came to Canada in 1992. He came to Canada because do to political problems were in our country. His job is teaching and now. he is teaching among the community students. His biggest achievement is teaching experience. He feels proud because he was born in Bangladesh. In the future he will be a. teacher. Abul is quadralingual

B

in Bengali, English, Hindi and Urdu. His favourite color is dark red. Abul is my father. He is a honest and a good teacher. His students are respect him. And I'm too. He always helps me with my study. Abul is a successful teacher.

Teacher's Notes

Knowledge/Understanding

- The student demonstrates knowledge of verb tenses by using most verbs accurately, by including a variety of verbs, and by using complex structures (e.g., "he started teaching", "he is teaching").

Thinking/Inquiry

- The student orders information chronologically with considerable accuracy, and includes connecting words to enhance the chronological flow (e.g., "after", "then", "now", "in the future").

Communication

- The student writes a considerable number of complete and correctly formed sentences (e.g., "He feels proud because he was born in Bangladesh.").
- The student omits or misuses some words and displays inaccuracies in sentence construction and word order, but these do not hinder reader comprehension (e.g., "He came to Canada becuse do to political problems were in our country.").
- The student communicates the personal relevance of the subject's story with considerable effectiveness, as illustrated by the following:
  - identifies his or her relationship with the subject (e.g., "is my father")
  - incorporates reasons why the subject is important (e.g., "He is a honest and a good teacher. His students are respect him.")

Application

- The student uses language conventions with considerable accuracy (e.g., uses capitals and punctuation consistently and spells words accurately).

Comments/Next Steps

- The student should continue to use a variety of complex sentence patterns.
- The student should continue to practise verb tenses.

A Composition About a New Canadian Level 3, Sample 2

" MY FRIEND'S LIFE "

Sameh is a good friend of mine. He was born in 1973 in Egypt. Sam grew up in Egypt with his family. He was a pharmacists in his country. Then he went to Saudi Arabia to work there. After, he came to Canada on July 10-1999. Sam can speak two languages Arabic and English. He is now a pharmacy intern. Sam getting a license from the Ontario College of Pharmacists. He wants to be a manager for a big company. He is proud been a good Christian. I respect Sam because he is a ambition person and clever.

Teacher's Notes

Knowledge/Understanding

- The student demonstrates knowledge by using most verbs accurately and by attempting to use a variety of verbs and more complex structures (e.g., "was born", "can speak", "Sam getting a license").

Thinking/Inquiry

- The student uses chronological order with considerable accuracy, adding connecting words to enhance the chronological flow (e.g., "then", "after", "now").

Communication

- The student writes a considerable number of complete and correctly formed sentences, including one that has a complex sentence pattern (e.g., "Then he went to Saudi Arabia to work there.").
- The student communicates the personal relevance of the story with considerable effectiveness, as illustrated by the following:
  - identifies his or her relationship with the subject (e.g., "is a good friend of mine"; "I respect Sam")
  - identifies the characteristics that he or she admires in the subject (e.g., "can speak two languages", "clever," "ambition")

Application

- The student uses language conventions with considerable accuracy, misspelling few words (e.g., "ambition person") and using punctuation and capitalization accurately (e.g., "Ontario College of Pharmacists").

Comments/Next Steps

- The student needs to review the use of articles.
- The student should continue to use a variety of complex sentence patterns.
- The student should continue to practise verb tenses.

A Composition About a New Canadian Level 4, Sample 1

Cristiana

Cristiana was born in Romania in February 3,1985. She came to Canada as an immigrant on March 14,1988. She came to Canada because she wanted to have a better future. Cristiana grew up in Kitchener, Ontario. Actually she is 15 years old, she goes to Forest Heights C.I. and in the future she wants to become a doctor. She can speak three languages, English, French and Romanian.

Cristiana has a big influence on my life because she is very intelligent and ambitious. Hanging out with this kind of people makes you want to compete with them and also enjoy studing. She's been here since she was three years old and she still can talk her language perfect and this makes me want to keep and learn more about my background. Cristiana is also a very kind person and she helps me with everything I need.

Teacher's Notes

Knowledge/Understanding

- The student demonstrates knowledge of verb tenses by using almost all verbs accurately, as illustrated by the following:
  - uses verbs correctly in past, present, and future tenses
  - uses more than ten different verbs
  - uses some complex verb patterns (e.g., "She came to Canada because she wanted to have ..." ; "She's been here since she was three years old and she still can talk ...")

Thinking/Inquiry

- The student uses chronological order with a high degree of accuracy and includes connecting words to enhance the flow of the composition (e.g., "since", "still", "in the future").

Communication

- All of the student's sentences are complete and correctly formed, as illustrated by the following:
  - The composition contains simple, compound, and complex sentences.
  - A range of vocabulary is used (e.g., "influence", "intelligent", "ambitious").
  - Problems with word forms stem from structures that exceed expectations for ESL Level 1 (e.g., "this kind of people" ,"she still can talk her language perfect").
- The student communicates the personal relevance of the story with a high degree of effectiveness, as illustrated by the following:
  - The subject's personal strengths are stated (e.g., "intelligent", "ambitious", "kind") and examples of these strengths are incorporated into the composition (e.g., "she still can talk her language perfect", "she wants to become a doctor").
  - Appreciation of the role model is acknowledged (e.g., "Hanging out with this kind of people makes you want to compete with them and also enjoy studing.").

Application

- The student uses language conventions with a high degree of accuracy, displaying correct use of capitals (e.g., "Ontario", "English", "Forest Heights C.I.") and of punctuation, and making only one spelling error (e.g., "studing").

Comments/Next Steps

- The student should continue to use a variety of sentence patterns and vocabulary.
- To avoid run-on sentences, the student should practise sentence-combining exercises.

A Composition About a New Canadian Level 4, Sample 2

My Mother

Kiffah is a great Canadian. She's my mother. She was born in Baghdad on July 27, 1965. Her favourite colors are blue, red, and yellow. She moved to EL-Basra when she was 3years old. In 1970 she moved to Baghdad again. Then she went to school in 1971. She gets married in 1983. Then I was born in 1985, and then my sister in 1986. She finished the collage in 1994. She grew up in Baghdad too. She went AL-Kudus Secondary School. She doesn't have a job now. In my opinion she is a great Canadian, because she left her friends and her family and her country, and she pushed my father to come here in Canada, and all that was for my sister and me.

Teacher's Notes

Knowledge/Understanding

- The student demonstrates knowledge of verb tenses by using almost all verbs correctly in the past and present tenses (e.g., the only error is "She gets married in 1983.").

Thinking/Inquiry

- The student orders information chronologically with a high degree of accuracy, as illustrated by the following:
  - places only one item out of chronological order (e.g., "She grew up in Baghdad too. She went AL-Kudus Secondary School.")
  - uses an excellent variety of connecting words to enhance the chronological flow (e.g., "when she was", "then", "now")

Communication

- The composition contains simple, compound, and complex sentences, all of which are complete and correctly formed.
- The student communicates the personal relevance of the story with a high degree of effectiveness, as illustrated by the following:
  - The relationship between the student and the subject is identified (e.g., "She's my mother.").
  - At the end of the composition, the significance of the subject's story is made explicit (e.g., "she left her friends and her family ... for my sister and me.").
  - An appreciation of the role model is acknowledged (e.g., "and all that was for my sister and me").

Application

- The student uses language conventions with a high degree of accuracy, as illustrated by the following:
  - uses capitals correctly (e.g., "Baghdad", "Canadian")
  - makes punctuation errors only in complex structures (e.g., "In my opinion she is a great Canadian, because...")
  - misspells only one word (e.g., "collage")

Comments/Next Steps

- The student should continue to proofread carefully.
- The student should attempt to use a broader range of vocabulary, sentence patterns, and verb tenses.
- The student should edit his or her writing for correct chronological order.

Teacher Package

English as a Second Language Exemplar Task
Beginning Communication in English, ESL Level 1 – Open

Teacher Package

Title: A Composition About a New Canadian

Time requirement: 350–385 minutes

Description of the Task*

Students were asked to conduct a brief interview with an immigrant to Canada, asking at least ten questions. They were then to write a short, structured, chronologically organized composition describing this person's life and explaining why his or her story is important to them. (The term "composition" is used in the expectations for the Writing strand of the course, and denotes a group of sentences about a topic.)

Final Product

The final product is a short, structured, chronologically organized composition.

Assessment and Evaluation

During the pre-task, students will write a sample composition. You will assess it and provide feedback before the final composition is completed.

A task-specific rubric** will be used to assess the sample composition and the final product.

* This task has been adapted from Unit 3, Activity 6: "Great Canadians", Beginning Communication in English, ESL Level 1, Open (Public).

Expectations Addressed in the Task

Students will:

1. write in a variety of forms, with teacher guidance;
2. use some simple sentence patterns and key conventions of standard Canadian English to write about classroom topics and activities;
3. write short, structured compositions of personal relevance;
4. write simple assertive, interrogative, and imperative sentences;
5. use simple verb tenses, plurals, pronouns, count nouns, adjectives, and basic prepositions, with teacher guidance;
6. use capitals at the beginning of sentences and for frequently occurring proper nouns (e.g., names, countries, months);
7. use periods and questions marks at the end of sentences, and apostrophes in commonly used contractions;
8. spell frequently used words from classroom and personal word lists.

Teacher Instructions

Prior Knowledge and Skills Required

Before attempting the task, students should have had experience with the following:

- asking simple questions in English in the present and past tenses
- using regular and irregular verb forms in the simple past tense
- writing simple plurals and pronouns

** *The rubric is reproduced on page 15 of this document.*

- using connecting words to enhance chronological order (e.g., *next*, *after*, *then*)
- using subject–verb agreement
- writing brief, structured compositions (introduction, body, conclusion), using models provided by the teacher
- making short, point-form notes of answers to simple questions

Accommodations

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of this performance task.

You may wish to review the relevant course profile for specific suggestions for accommodations appropriate for students in special education programs.

Materials and Resources Required

The following material and resources should be available in the classroom:

- pictures of great Canadians from newspapers and magazines
- sufficient copies of Adrienne Clarkson's biographical notes and picture (Appendix 1)
- sufficient copies of biographical notes of great Canadians to be used by students to practise writing interview questions and a composition (sample biographical notes for Donovan Bailey and Roberta Bondar are included in the Teacher Package, in Appendices 2 and 3, respectively)
- posted charts of the teacher-modelled composition (Appendix 4) and the list of interview questions generated in the pre-task
- sufficient copies of the list of possible interview questions (Appendix 5)
- sufficient copies of the task-specific rubric and the Student Checklist for Writing a Composition (Appendix 6)

Rubric

Introduce the task-specific rubric to the students at least one day prior to the administration of the task. Review the rubric with the students and ensure that each student understands the criteria and the descriptions for achievement at each level.

Allow ample class time for a thorough reading and discussion of the assessment criteria outlined in the rubric.

Some students may perform below level 1. It will be important to note the characteristics of their work in relation to the criteria in the assessment rubric and to provide feedback to help them improve.

Task Instructions

Steps in the Pre-Task Process

***Part 1* (*70 minutes*)**

1. Ask students to name a person important to them from their home country or their past experience. Discuss and record the qualities they admire, which could include:
   - helping other people
   - inventing new things
   - creativity
   - bravery
   - outstanding achievements.
2. Show the students a selection of two to five pictures, obtained from magazines, newspapers, the Internet, and so on, of well-known Canadians from diverse backgrounds and disciplines, such as Susan Aglukark, Lincoln Alexander, Margaret Atwood, Donovan Bailey, Roberta Bondar, Kim Campbell, Jim Carrey, Wayne Gretzky, Rick Hansen, Rohinton Mistry, Oscar Peterson, John Polanyi, Jeanne Sauvé, or David Suzuki.

3. Help students identify these Canadians (by having them match the person's picture with his or her name) and describe their achievements. In addition, prepare a cloze exercise for students to review subject–verb agreement.

Part 2 (70 minutes)

1. Show the class a picture of Adrienne Clarkson (see Appendix 1) and begin a brief discussion about her and her role as Governor General of Canada.
2. Distribute the point-form notes about Clarkson's life (see Appendix 1), and ensure that the students understand the information.
3. Ask students to identify the questions that lead to the information found in the notes (e.g., *Where were you born? When did you come to Canada? Where did you go to school?*). Record these questions on a chart and later copy them onto a handout to distribute to students. A list of sample interview questions, which can be distributed to students, is provided in Appendix 5.
4. Using a think-aloud process (that is, verbalizing the thinking process involved in writing), model the writing of a composition about Adrienne Clarkson based on the information generated from the point-form notes. Model the creation of a composition organized in chronological order from the beginning of her life until the present. (A sample composition is included in Appendix 4.)
5. Post the sample in the classroom for reference. Show the connection between the content of the notes and the content of the composition. Elaborate on the importance of this link, as well as on the chronological development of the composition. Direct students' attention to the last sentence and point out how the writer makes a personal comment on Adrienne Clarkson's life story.

Part 3 (90 minutes)

1. Give students two additional pictures of other famous Canadians, and provide their biographical information in point-form notes. Biographical notes on Donovan Bailey and Roberta Bondar are included in Appendix 2 and Appendix 3, respectively. For more information, consult the following websites:
   - http://donovanbailey.com//bio.htm
   - http://www.senecac.on.ca/bondar/bondar.html
2. Have students form pairs, with each partner receiving one of the pictures with its corresponding biographical notes. The first student uses the interview questions generated in Part 2 to interview the other student, who is playing the role of the famous Canadian in his or her picture and using the biographical notes to supply the answers. The interviewing student should take short, point-form notes of the answers. Then the other student assumes the role of the interviewer.
3. Each student then uses his or her point-form notes to write a composition about the individual interviewed in the role-play, following the model composition in Part 2 (see the sample in Appendix 4). Stress the importance of chronological order and personal relevance.
4. Collect the compositions and provide an opportunity to do another interview for students who need more practice.
5. Provide opportunities for the students to conference with you.

Exemplar Task

***Part 1* (*60 minutes*)**

1. Distribute copies of the Student Instructions for the Exemplar Task and of the Student Checklist for Writing a Composition (Appendix 6).

2. Lead a class discussion about the various meanings of the word "great". Someone can be great, because of their personal qualities and achievements, without necessarily being famous. People who come to Canada and make a life for themselves here are demonstrating their own brand of "greatness", and this is important to recognize and celebrate.

3. Clarify for the students that the interview is to be done outside of class time. Students will use the list of at least ten interview questions generated during the pre-task activities. The interview may be conducted in the first language and notes may be taken in the first language if it will assist students. However, to meet the requirements of the task, each student must hand in a set of notes in English. The notes will not be assessed. Distribute and review the task-specific rubric and make certain that each student understands it.

***Part 2* (*60 minutes*)**

1. As noted in Part 2 of the Student Instructions for the Exemplar Task, students use the notes from the interview to write their own compositions in class, in English.

STUDENT INSTRUCTIONS FOR THE EXEMPLAR TASK

Interview an immigrant to Canada and write about him or her

Part 1 *(This part of the assignment will be done outside of class.)*

Think of an immigrant to Canada you know. Think about what you would like to know about this person's life. The person you choose could be a teacher, a student, a school staff member, a friend, a family member, or a person from your community.

Use the interview questions listed in class to interview the person you choose. Take notes about the person's life.

Part 2 *(60 minutes) (This part of the assignment will be done in class.)*

Use the information in your notes to write a composition about the person. Use the model compositions done in class to help you write your own composition.

Remember to use the Student Checklist for Writing a Composition and the Rubric for a Composition About a New Canadian to help you do your best work.

Complete the Student Checklist for Writing a Composition.

Give your composition and your notes to your teacher.

Appendix 1

Adrienne Clarkson – Biographical Notes

- born in 1939
- born in Hong Kong
- came to Canada as a refugee during World War II
- came to Canada in 1942
- grew up in Ottawa
- finished high school in Ottawa
- graduated from University of Toronto
- worked for the CBC for 30 years as a journalist and broadcaster
- became governor general in 1999 (the governor general represents the Queen in Canada)
- first immigrant to Canada to become governor general
- bilingual in French and English

Photo by Andrew MacNaughton, 1999

Her Excellency the Right Honourable Adrienne Clarkson,
Governor General of Canada

Photo courtesy of the Secretary to the Governor General

Appendix 2

Donovan Bailey – Biographical Notes

- born in 1967
- born in Manchester, Jamaica
- came to Canada at age 13
- went to Queen Elizabeth High School in Oakville, Ontario
- graduated from Sheridan College in Oakville with a diploma in business administration
- has one daughter, Adrienna
- is a full-time athlete
- won two gold medals in running at the 1996 Olympic Games
- at the 1996 Olympics, Donovan ran 100 metres in 9.84 seconds – a world record
- lives in Oakville, Ontario

Appendix 3

Roberta Bondar – Biographical Notes

- born in 1945
- born in Sault Ste. Marie, Ontario
- wanted to be an astronaut when she was a child
- was always interested in science and space
- got a Ph.D. in neurobiology from the University of Toronto in 1974
- graduated as a medical doctor from McMaster University in Hamilton, Ontario, in 1977
- began training as a astronaut in 1984
- travelled in space on the shuttle *Discovery* in 1992
- was in space for eight days
- was the first Canadian woman to travel in space
- received many awards including the NASA Space Medal
- favourite colour is blue and favourite planet is Earth

Appendix 4

Body of the Model Composition – Adrienne Clarkson

Adrienne Clarkson was born in Hong Kong in 1939. She came to Canada in 1942. She was a refugee during World War II. Ms. Clarkson grew up in Ottawa. She finished high school there. Then she graduated from the University of Toronto. After that, she got a job with the CBC. She worked for the CBC for 30 years as a journalist and broadcaster. Ms. Clarkson became the Governor General of Canada in 1999. The governor general represents the Queen of England in Canada. Ms. Clarkson is the first immigrant to Canada to become the governor general. She speaks both English and French. Ms. Clarkson's life shows me that immigrants can do everything in Canada.

Appendix 5

Sample Interview Questions

- When were you born?
- Where were you born?
- When did you come to Canada?
- Why did you come to Canada?
- Where did you go to school?
- What did you study?
- Where did you grow up?
- What is your job?
- What do you do now?
- How many languages do you speak?
- What is your biggest achievement?
- What are you proud of?
- What do you want to do in the future?

Appendix 6

Student Checklist for Writing a Composition

- ❑ I used the information from my interview questions in my composition.
- ❑ I followed chronological order in my composition.
- ❑ I included in the composition some reasons why I think this person's life story is important to me personally or how it has influenced me.

I checked my composition for:

- ❑ capital letters on names and at the beginning of every sentence
- ❑ a period at the end of every sentence
- ❑ correct spelling
- ❑ correct past tense verb forms

Student's Name _____

Date _____

Beginning Literacy ELD Level 1

Open

What Canada Means to Me

The Task

In the first part of this task, students were required to create a poster that depicted their impressions of and experiences in Canada. The poster had to consist of four pictures that were either drawn by hand or selected from Canadian magazines, catalogues, newspapers, flyers, or travel brochures. Students were instructed to write a caption for each picture. Captions were to consist of a title for the picture and two sentences that explained why the picture was special.

In the second part of the task, students were required to present the poster to an audience of their classmates. Students had to explain their posters and then answer questions posed by the audience.

To monitor their work, students were instructed to complete the checklists for writing a caption and for making an oral presentation. Samples of these checklists are included in the Teacher Package (pages 66–72).

The final products of this task were the poster and the two- to three-minute oral presentation, which was videotaped.

Expectations

This task gave students the opportunity to demonstrate achievement of the following selected expectations from two strands: Oral and Visual Communication, and Writing.

Oral and Visual Communication

Students will:

1. obtain key information from media sources and create simple media works;
2. use appropriate language to express opinions and offer advice;
3. retell past experiences and compare them with current circumstances;
4. ask and answer questions for clarification or confirmation.

Writing

Students will:

5. write simple texts following some conventions of standard Canadian English;
6. produce short, structured pieces of writing;
7. use capitalization and punctuation in simple sentences.

Prior Knowledge and Skills

Before attempting the task, students should have had experience with the following:

- writing sentences to describe experiences and things that are special to them
- using capitals and periods
- creating or selecting pictures on a topic or theme
- labelling and providing captions for a variety of visual materials
- making posters
- making oral presentations about their work, in pairs, small groups, and to the whole class
- recognizing common Canadian symbols and images
- asking and answering questions following an oral presentation
- using picture dictionaries and classroom charts

Student Posters and Oral Presentations

For the purposes of this document, student posters and oral presentations were assessed separately. (The posters and oral presentations selected were not necessarily by the same student.) Two sets of samples – a set of posters and a set of oral presentations – are therefore provided on the following pages (starting on pages 43 and 59, respectively).

The students' oral presentations can be heard on the videotape that accompanies this document. One sample is provided for each of levels 1 and 2 (audio only), and two samples are provided for each of levels 3 and 4. Transcripts of the presentations are printed alongside the teacher's notes in this document. They are meant to serve only as a guide for the reader; assessments were based exclusively on the students' oral delivery.

For information on the process used to prepare students for the task and on the materials, equipment, and resources required, see the Teacher Package reproduced on pages 66–72 of this document.

Task Rubric – What Canada Means to Me

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding					
	The student:				
1 (poster)	– selects pictures/drawings that show knowledge of life in Canada	– selects pictures/drawings that show limited knowledge of life in Canada	– selects pictures/drawings that show some knowledge of life in Canada	– selects pictures/drawings that show considerable knowledge of life in Canada	– selects pictures/drawings that show a high degree of knowledge of life in Canada
Thinking/Inquiry					
	The student:				
6 (poster)	– produces captions that relate to the selected pictures/drawings	– produces captions that have a limited relationship to the pictures/drawings	– produces captions that have some relationship to the pictures/drawings	– produces captions that have a considerable relationship to the pictures/drawings	– produces captions that have a very strong relationship to the pictures/drawings
6/2, 3 (poster/ presentation)	– explains why the picture/drawing or experience is special	– explains with limited effectiveness	– explains with some effectiveness	– explains with considerable effectiveness	– explains with a high degree of effectiveness
4 (presentation)	– answers questions from the audience effectively (accurately, fluently, with appropriate elaboration)	– answers questions with limited effectiveness	– answers questions with some effectiveness	– answers questions with considerable effectiveness	– answers questions with a high degree of effectiveness
Communication					
	The student:				
2, 3 (presentation)	– uses appropriate oral communication skills effectively (fluency, clarity, tone of voice)	– uses appropriate oral communication skills with limited effectiveness	– uses appropriate oral communication skills with some effectiveness	– uses appropriate oral communication skills with considerable effectiveness	– uses appropriate oral communication skills with a high degree of effectiveness
Application					
	The student:				
1, 5, 7 (poster)	– uses periods, spelling, and capitals accurately in the captions	– uses periods, spelling, and capitals with limited accuracy	– uses periods, spelling, and capitals with some accuracy	– uses periods, spelling, and capitals with considerable accuracy	– uses periods, spelling, and capitals with a high degree of accuracy
	– uses beginning literacy skills in new contexts	– uses literacy skills with limited effectiveness	– uses literacy skills with some effectiveness	– uses literacy skills with considerable effectiveness	– uses literacy skills with a high degree of effectiveness

* The expectations that correspond to the numbers given in this chart are listed on page 40.

Note: A student whose overall achievement at the end of a course is below level 1 (that is, below 50%) will not obtain a credit for the course.

WHAT CANADA MEANS
To ME
CTS
11
When Iwas in my cntry. I was Sear but when I carehere. I started
NeW Life
When I came here. Iwas surprised becoes the dogs here is very
but in my cntry. they hot the dogs
dogs
the food here is diffreant to my frest time I come in trunate Iwas eat some but now I eat alot becoeis I liKet
the food
I wiSh to be a pilot becoeis when Iwas seven yers old Iwas say to my mother I want to be a pilot and I tink I can do it. Rely right
My Wish

Transcript of Captions

[boat]
When I was in my cntry.I was Sear but when I came here.I started NeW Life

[dog]
When I came here.I was surprised becoes the dogs here is.very respectd but in my cntry.they het the dogs
dogs

["Welsh winner"]
the food here is diffreent to my frest time I come in tronote I was eat some but now I eat alot becoeis I liket
the food

[airport]
I wiSh to be a pilot becoels when I was sevan yers old I was say to my mether I want to be a pilot and I thk I can do If Raly nadat
My Wish

Teacher's Notes

Knowledge/Understanding
- The student demonstrates limited understanding of the task, choosing pictures and writing captions that are unrelated to the theme (e.g., photo of aircraft carrier with caption noting "I wiSh to be a pilot").
- The student's selection of pictures shows limited knowledge of Canada (e.g., the pictures are not unique to Canada).

Thinking/Inquiry
- The student produces captions that have a limited relationship to the pictures (e.g., "NeW Life") or to the task (e.g., "My Wish").
- The student explains the significance of the pictures with limited effectiveness (e.g., does not explain why the picture of the boat is special).

Communication
Student achievement in this category is assessed in relation to the level 1 oral presentation sample.

Application
- The student demonstrates limited competence in the use of periods, spelling, and capitals (e.g., "When I was in my cntry.I was Sear...").
- The student uses literacy skills with limited effectiveness (e.g., makes errors in word forms and verb tense; inserts upper case letters where they are not required; uses left-to-right progression but has difficulty writing on the lines).

Comments/Next Steps
- The student makes many spelling errors, but attempts to use new vocabulary.
- The student needs to practise writing on the lines.
- The student should develop a student dictionary for new words.
- The captions should be edited for spelling.
- To develop his or her understanding of what constitutes an effective poster, the student should discuss the organization of the poster (e.g., the placement of the caption titles) with the teacher.

What canada means to me
N.° 2
CANADA
This is a hockey game
is best game in canada
This is a lacrosse game
aI like this game
This is a ballet dance.
I like this dance.
canadan Heros.
The canadan war
The canadan
The Olympic

Transcript of Captions

[hockey players]
This is ahockey game
is best game in canada

[lacrosse team and audience]
This is a lacrosse game
.Ilike This game.

[dancer]
This is a ballet dance.
I like This dance.

[veterans]
Canadan Heroes.
The Candan war veterons
The Oh Pople

Teacher's Notes

Knowledge/Understanding

- The student's selection of pictures shows knowledge of life in Canada, but the relevance of the ballet dancer is not clear.

Thinking/Inquiry

- The student produces captions that have a limited relationship to the pictures (e.g., only one caption has a title to identify the subject of the picture).
- The student explains the pictures with limited effectiveness, providing minimal information about the images (e.g., "This is ahockey game"; "This is a lacrosse game").

Communication

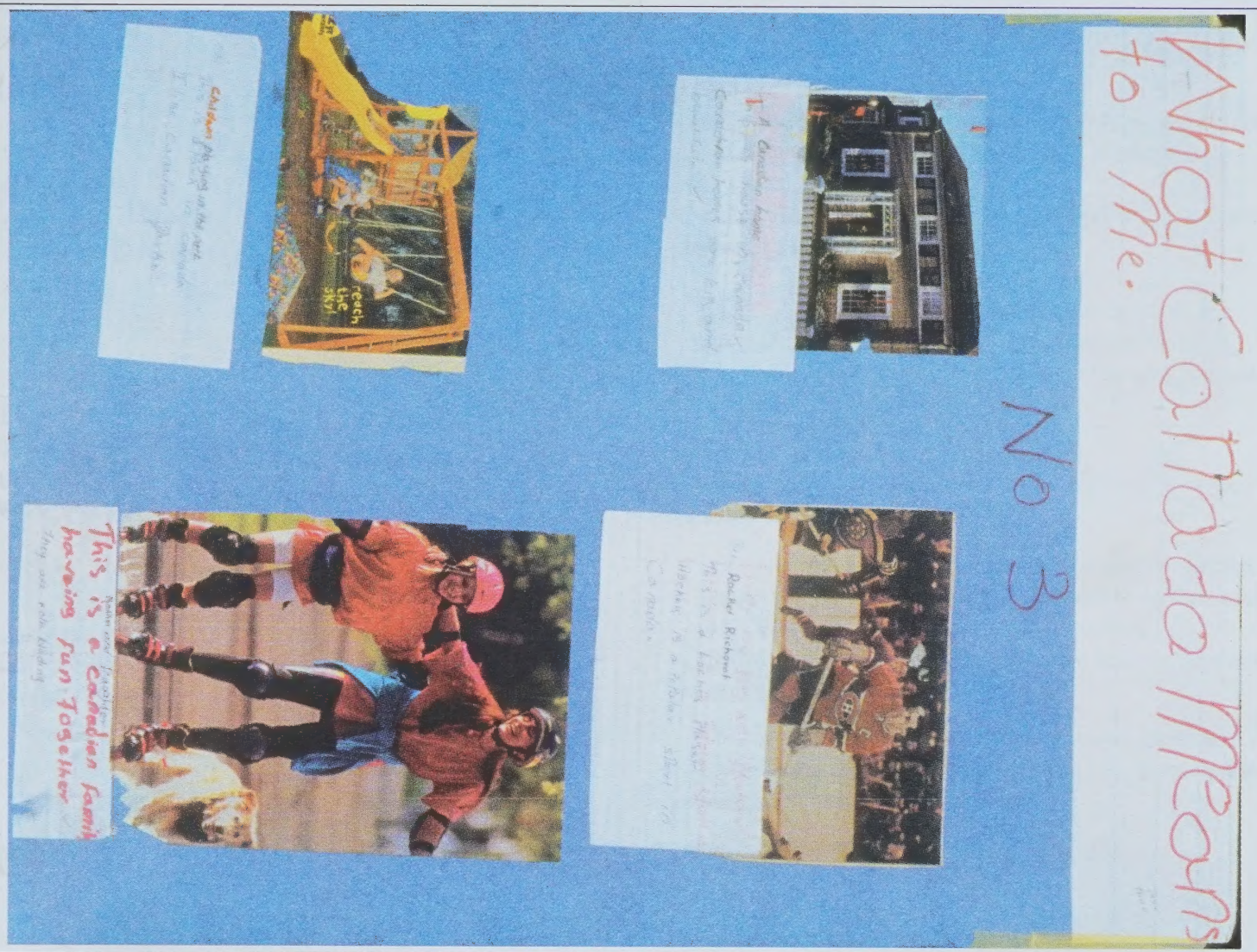
Student achievement in this category is assessed in relation to the level 1 oral presentation sample.

Application

- The student uses periods, spelling, and capitals with limited accuracy in the captions (e.g., "The Candan war veterons ... The Oh Pople").
- The student uses literacy skills with limited effectiveness (e.g., uses left-to-right progression, but has difficulty with spacing between words and writing on the lines).

Comments/Next Steps

- The student needs to review the use of periods and upper and lower case letters.
- The student needs to practise a variety of sentence types.
- The student should practise writing on the lines and using proper spacing between words.


What Canada Means to Me.
No 3
reach the sky!
This is a canadian family having fun Together

Transcript of Captions

[house]
A Canadian home
This is house in Canada.
Canadinan homes are big and
beautiful.

[hockey player]
The Rocket Richorot
This is a hockey Player.
Hockey is a PoPular sPort in
Canada.

[children on swings]
Childarn playing in the park
This is a park in canada
I like Canadian Parks

[roller-bladers]
Moathre and Daughter
This is a canadian Family
having Fun Together
They are rolla blading

Teacher's Notes

Knowledge/Understanding
- The student's selection of pictures shows some knowledge of life in Canada (e.g., pictures depict some common Canadian pastimes).

Thinking/Inquiry
- The student produces captions that have some relationship to the pictures (e.g., "A Canadian home", "The Rocket Richorot").
- The student explains with some effectiveness why the pictures are special (e.g., "I like Canadian parks", "Hockey is a PoPular sPort in Canada.").

Communication
Student achievement in this category is assessed in relation to the level 2 oral presentation sample.

Application
- The student uses periods, spelling, and capitals with some accuracy (e.g., "This is house in Canada."; "They are rolla blading").
- The student uses literacy skills with some effectiveness.

Comments/Next Steps
- A dictionary or picture dictionary should be used to check the spelling of unfamiliar words.
- The student needs to practise writing neatly on the lines.
- The student needs to learn the rules for capitalization of titles and proper nouns.

WHAT CANADA MEANS TO ME
No 4

Transcript of Captions

[Capri]
Summer in Canada
I like summer better because
I cun swim.
Canada PeoPle like to relax by the Pool

[chatelaine community]
Town house in Canada
There are many town hous in Toronto
The grass is green

[hummingbird]
bird in a garden
The hummins bird is near the flowers
I like Canada birds and flawers

[snow scene]
Snow in Canada
I tninte snow looks nice but it's
I likee the trees and mountains

Teacher's Notes

Knowledge/Understanding

- The student's selection of pictures shows some knowledge of life in Canada (e.g., includes photos illustrating the climate as well as plant and animal life).

Thinking/Inquiry

- The captions have some relevance to the pictures (e.g., the caption for the picture of the row of houses notes that "There are many town hous in Toronto").
- The student explains the significance of the pictures with some effectiveness (e.g., "I like summer better because I cun swim.").

Communication

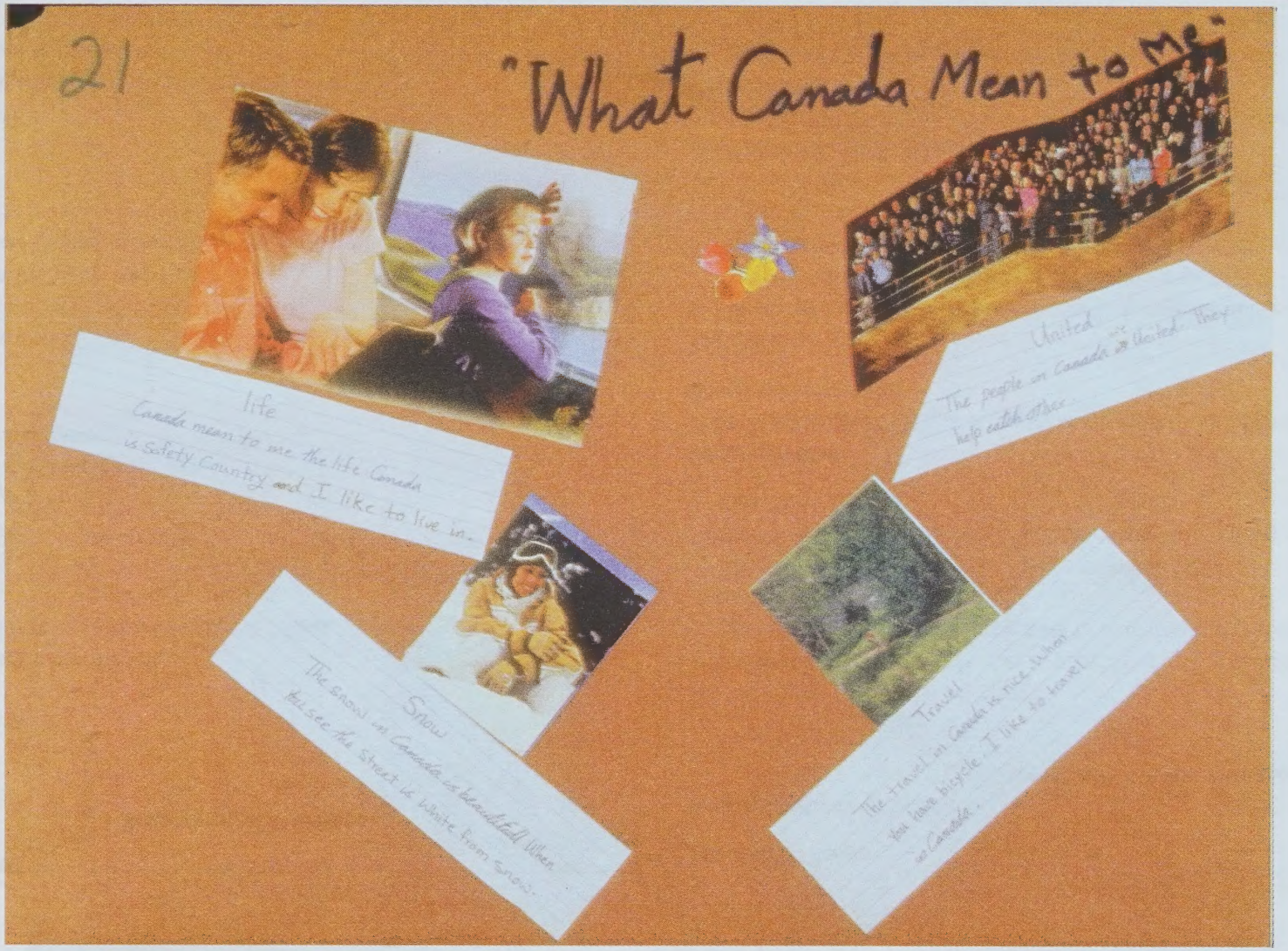
Student achievement in this category is assessed in relation to the level 2 oral presentation sample.

Application

- The student uses periods, spelling, and capitals with some accuracy (e.g., uses only one period; misspells several words; capitalizes some titles).
- The student uses literacy skills with some effectiveness.

Comments/Next Steps

- The student needs to practise writing on the lines.
- The student should edit his or her writing for spelling, capitalization, and punctuation errors.


21
"What Canada Mean to Me"
life
Canada mean to me the life Canada is Safety Country and I like to live in.
United
The people in Canada are United. They help each other.
Snow
The snow in Canada is beautiful. When I see the street is white from snow.
Travel
The travel in Canada is nice. When you have bicycle. I like to travel in Canada.

Transcript of Captions

[couple and child]
life
Canada mean to me the life.
Canada is safety country and I like to live in.

[group photo]
United
The people in Canada are United.
They help eatch other.

[woman in snow]
Snow
The snow in Canada is beautifull.
When You see the street is white from snow.

[cyclists]
Travel
The travel in Canada is nice, When you have bicycle.
I like to travel in Canada.

Teacher's Notes

Knowledge/Understanding

- The student's selection of pictures shows considerable knowledge of life in Canada.

Thinking/Inquiry

- The captions have a considerable relationship to the pictures (e.g., uses a picture of a child with her parents to illustrate that "Canada is safety country").
- The student explains the significance of the pictures with considerable effectiveness (e.g., "The people in Canada are United. They help eatch other.").

Communication

Student achievement in this category is assessed in relation to the level 3 oral presentation samples.

Application

- The student uses periods and capitals with considerable accuracy, but makes some spelling mistakes (e.g., "eatch", "beautifull").
- The student uses literacy skills with considerable effectiveness (e.g., uses verb and infinitive – "I like to travel").

Comments/Next Steps

- The student needs to edit his or her writing for spelling mistakes.
- The student needs to practise subject–verb agreement.
- The student needs to be consistent in the use of either the printed or written form.

What Canada Means to Me

CTS 6

SHOWING AFFECTION

In my country the people are not allowed to show affection in public.

DIFFERENT CULTURE

The people in my country dont accept a dogs the way are they do in Canada. Most dogs are kept outside and are not allowed inside homes.

GROW UP IN CANADA

The children in Canada grow up in a good environment. They learn every thing when they are very young.

The Houses in Canada

The howses in Canada have more storeys. Than the in my country.

Transcript of Captions

[couple embracing]
SHowING AFFECTION
In my country the people are not allowed to show affection in public.

[dog on bed]
DIFFERENT CALTARE
The people in my country dont accept a dogs the way are they do in Canada. Most dogs are kept awtside and are not allowed in side homes.

[collage]
GROW up in Canada
The children in Canada grow up in a good environment. They learn everything. When they are very young

[cityscape]
The Houses in Canada
The houses in Canada have more storeys. Than the in my country.

Teacher's Notes

Knowledge/Understanding

- The student's selection of pictures shows a considerable knowledge of the sociocultural aspects of life in Canada (e.g., "DIFFERENT CALTARE", "SHowING AFFECTION").

Thinking/Inquiry

- The student produces captions that have a considerable relationship to the pictures (e.g., the collage of young people is entitled "GROW up in Canada").
- The student explains the significance of the pictures with considerable effectiveness (e.g., contrasts the statement "In my country the people are not allowed to show affection in public" with a picture of a couple embracing).

Communication

Student achievement in this category is assessed in relation to the level 3 oral presentation samples.

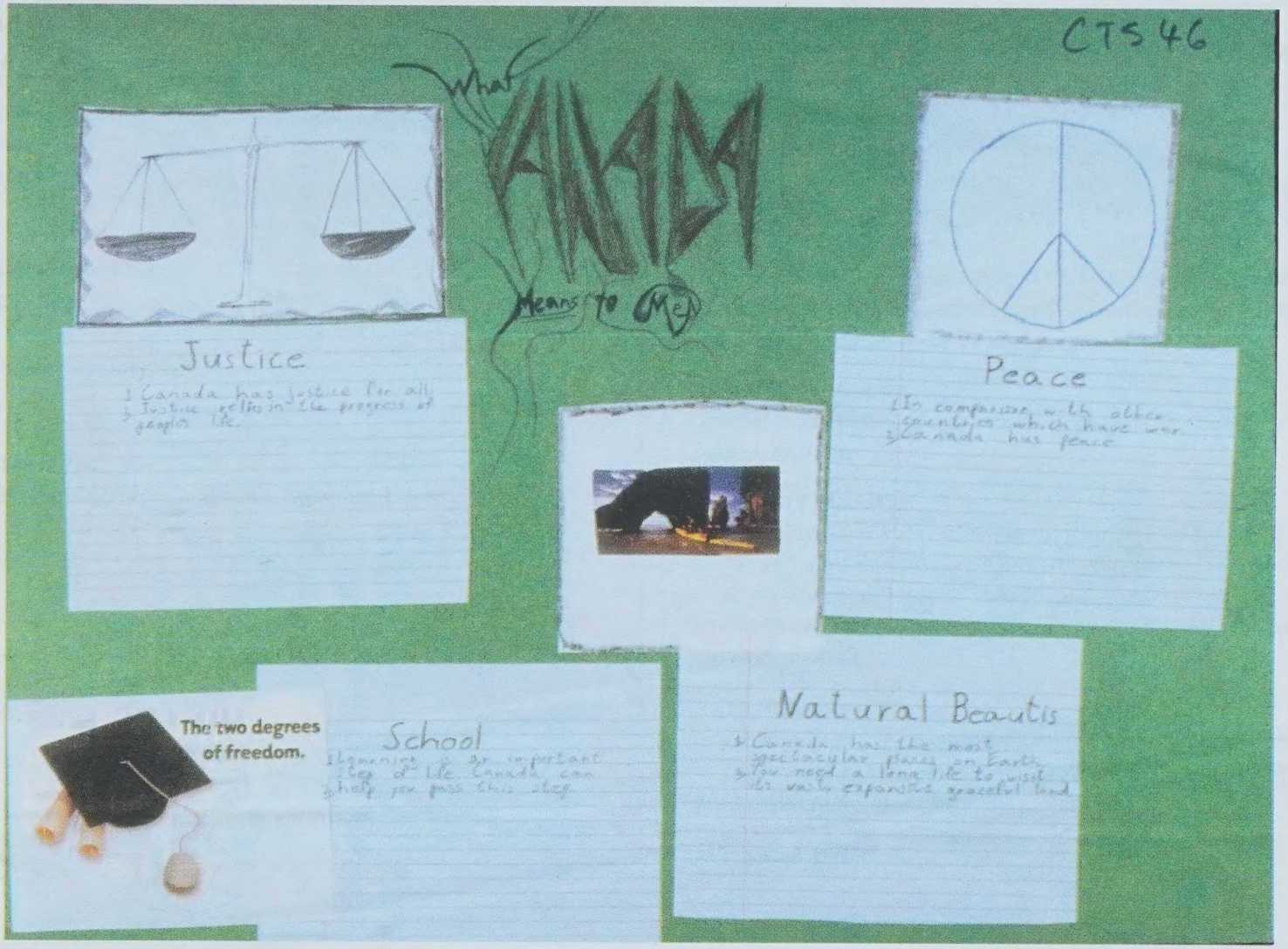
Application

- The student uses periods, spelling, and capitals with considerable accuracy.
- The student uses literacy skills with considerable effectiveness (e.g., attempts more difficult sentence structures such as "The people in my country dont accept a dogs the way are they do in Canada.").

Comments/Next Steps

- The student needs to edit his or her writing for spelling and punctuation errors.
- The student should continue to express complex ideas, but needs to edit sentences for correct structure.
- The student should pay more attention to the design and organization of the poster, ensuring that pictures and captions are clearly aligned and that fonts are used consistently.

What Canada Means to Me (Poster) Level 4, Sample 1


CTS 46
What Canada Means to Me
Justice
Canada has justice for all
Justice refers to the progress of people life.
Peace
In comparison with other countries which have war.
Canada has peace
The two degrees of freedom.
School
Natural Beautis
Canada has the most spectacular places on Earth.
You need a long life to visit its vast expansive graceful land

Transcript of Captions

Justice
1. Canada has justice for all.
2. Justice relies in the progress of people's life.

[peace sign]
Peace
1. In comparison with other countries which have war.
2. Canada has peace.

[The two degrees of freedom.]
School
1. Learning is an important step of life. Canada can
2. help you pass this step.

[rock formation]
Natural Beautis
1. Canada has the most spectacular places on Earth.
2. You need a long life to visit its vast, expansive graceful land.

Teacher's Notes

Knowledge/Understanding
- The student's selection of pictures shows a high degree of knowledge of life in Canada (e.g., pictures drawn to convey important concepts such as justice and peace).

Thinking/Inquiry
- The student produces captions that have a very strong relationship to the drawings and pictures.
- The student explains the significance of the pictures with a high degree of effectiveness (e.g., "Learning is an important step of life. Canada can help you pass this step.").

Communication
Student achievement in this category is assessed in relation to the level 4 oral presentation samples.

Application
- The student uses periods, spelling, and capitals with a high degree of accuracy (e.g., uses capitals correctly and makes only one spelling mistake – "Beautis").
- The student uses literacy skills with a high degree of effectiveness (e.g., uses upper and lower case letters correctly).

Comments/Next Steps
- The student needs to edit his or her work more carefully.
- Minor adjustments to the organization and design of the poster would improve the product.

CTS 14

What does Canada mean to me?

Immigrant Country

Canada is a good country for Immigrant people. Canadian Immigrant system is very strong.

Beautiful Country

Canada is a beautiful country. Canada has many beautiful places. Canada is a fresh and clean country.

Police System

Canada has good police system. Canada's police are very strong to catch criminal

Healthful Country

Canada is a healthful country. Canada has good system for health.

Transcript of Captions

[group poster]
Immigrant Country
Canada is a good country for Immigrant people. Canadian Immigrant sistem is very strong.

[poster with cyclist]
Beautiful Country
Canada is a beautiful country Canada has many beautiful place. Canada is a fresh and clean country.

[police]
Police sistem
Canada has good police sistem
Canada's police are very strong to catch criminal.

[hospital room]
Healthful Country
Canada is a healthful country. Canada has good sistem for healt.

Teacher's Notes

Knowledge/Understanding

- The student's selection of pictures shows a high degree of knowledge of life in Canada (e.g., health, immigration).

Thinking/Inquiry

- The captions have a very strong relationship to the pictures (e.g., the photo of a hospital room is entitled "Healthful Country").
- The student explains the significance of the pictures with a high degree of effectiveness (e.g., "Canadian Immigrant sistem is very strong.").

Communication

Student achievement in this category is assessed in relation to the level 4 oral presentation samples.

Application

- The student uses periods, spelling, and capitals with a high degree of accuracy.
- The student uses literacy skills with a high degree of effectiveness (e.g., uses written script consistently).

Comments/Next Steps

- The spelling of new words needs to be checked carefully.
- The student should attempt sentence structures that are more complex.
- Minor adjustment to the organization and design of the poster would enhance the product.

One sample of the oral presentation is provided for level 1. It can be heard on the videotape that accompanies this document.

Transcript of Oral Presentation

[*Student reads the captions in the poster.*]

Summer in Canada. I like summer better because I can swim. Canada people like to really by the pool.

Town houses in Canada. There are many town house Toronto. Green ... green, green grasses in is green.

Bird in Canada. There are hummis bird and nice flowers. I like Canadian bird and the flowers.

Snow in Canada. I think snow look nice and that this is – I like snow, the trees, and the mountains.

[*Questions and answers were not recorded on the videotape.*]

Teacher's Notes

Knowledge/Understanding

Student achievement in this category is assessed in relation to the level 1 poster samples.

Thinking/Inquiry

- The student demonstrates limited competence in explaining why the picture or experience is special (e.g., "I like Canadian bird and the flowers.").
- The student answers questions with limited effectiveness and does not ask for clarification when she does not understand a question posed by her classmates (e.g., Question: "How do you feel?" Answer: "Canadian picture."). [*Note: The questions and answers were not recorded on the videotape.*]

Communication

- The student uses appropriate oral communication skills with limited effectiveness (e.g., the student reads with difficulty, hesitates frequently, and talks in a monotone; her weakness in fluency interferes with the meaning; she makes little eye contact with the audience [*not seen on the videotape*]).

Application

Student achievement in this category is assessed in relation to the level 1 poster samples.

Comments/Next Steps

- The student should practice asking and responding to questions.
- The student should practise her oral presentation skills.
- The student needs to add more detail to her responses.

What Canada Means to Me (Oral Presentation) Level 2

One sample of the oral presentation is provided for level 2. It can be heard on the videotape that accompanies this document.

Transcript of Oral Presentation

A Canadian home.

This is home in Canada. Canadian home are big and beautiful.

Hockey [*next word unclear*]. This is a hockey player. Hockey is a public, public sport in Canada.

Children playing in the park. This is a park in Canada. I like Canadian park.

Mother and daughter. This is a Canadian family having fun together.

There are [*words unclear*].

Question:
Who is playing hockey?

Answer:
The player is Rocky Richod.

Question:
What Canada means to you?

Answer:
Canada means to me ... Canada means to me all this picture because I like this country.

Teacher's Notes

Knowledge/Understanding
Student achievement in this category is assessed in relation to the level 2 poster samples.

Thinking/Inquiry
- The student demonstrates some competence in explaining why the picture or experience is special (e.g., "Canada means to me all this picture because I like this country.").
- The student answers questions with some effectiveness (e.g., in responding to questions, the student reads from the captions, but also provides some elaboration).

Communication
- The student uses appropriate oral communication skills with some effectiveness (e.g., body language is mostly relaxed and some eye contact is made [*not seen on the videotape*], but pronunciation errors interfere with meaning).

Application
Student achievement in this category is assessed in relation to the level 2 poster samples.

Comments/Next Steps
- The student should work on elaborating ideas more.
- The student needs to work on clarity in pronunciation.

What Canada Means to Me (Oral Presentation) Level 3, Sample 1

The oral presentation transcribed below can be viewed on the videotape that accompanies this document.

Transcript of Oral Presentation

About what Canada mean to me. I have four picture here. One of this picture is the life Canada mean to me. A new life. It is a safety country. I like to live in Canada.

About other picture. Is snow. The snow in Canada is beautiful and you see the ... The snow is white. The street is white from the snow.

And they have the people united. The people in Canada are united. They help each other. They like the peace. They don't like to fight.

And about this ... travel. The travel in Canada is nice. When you have bicycle it makes me feel happy because it is something new to me.

Question from class:
Which one is your favourite picture?

Answer from student:
This one. The travel.

Question:
Why?

Answer from student:
Because in my country I don't have sea.... Any questions?

Question:

Which picture is very different from your country?

Answer:
The snow. Because in my country is nothing.

Teacher's Notes

Knowledge/Understanding

Student achievement in this category is assessed in relation to the level 3 poster samples.

Thinking/Inquiry

- The student explains with considerable effectiveness why the picture or experience is special (e.g., elaborates on written text by saying "They like the peace. They don't like to fight."; uses "because" to clarify connections).
- The student answers questions with considerable effectiveness (e.g., "Because in my country I don't have sea.").

Communication

- The student demonstrates considerable proficiency in oral communication (e.g., captions are read with few errors, diction is usually clear, and word usage is usually correct; the student attempts to vary sentence structure).

Application

Student achievement in this category is assessed in relation to the level 3 poster samples.

Comments/Next Steps

- The student should work on varying his tone of voice.
- The student should practise adding details to his responses.

What Canada Means to Me (Oral Presentation) Level 3, Sample 2

The oral presentation transcribed below can be viewed on the videotape that accompanies this document.

Transcript of Oral Presentation

This is my picture for what Canada means to me.

My first picture show us Native people. Native people live in Canada before we came to Canada.

Another picture show us symbol of Canada. Red jacket and a stetson hatted are world's best-known symbols of Canada.

Third picture show us wheat. Canada has a lot of wheat and [the chance to?] make bread of these things.

Last picture is – show us mountains. Canada has a lot of mountain in the north and I think Canada is usually a cold country.

OK. Any other question?

Question:
Which picture shows something in Canada you want to see?

Answer:
I want to see the life of the Native people.

Question:
Which picture is very different from your native country?

Answer:
I think this picture and that picture is very different from my country [points to picture of RCMP officer on horse, and picture of Native people].

Question:
Are any picture the same as your native country?

Answer:
I think the last picture. Mountains. It's same as my country.

Teacher's Notes

Knowledge/Understanding
Student achievement in this category is assessed in relation to the level 3 poster samples.

Thinking/Inquiry
- The student explains the choice of pictures with considerable effectiveness, using mostly correct sentence structure and appropriate vocabulary (e.g., "Another picture show us symbol of Canada. Red jacket and a stetson hatted that are world's best-known symbols of Canada.").
- The student answers questions with considerable effectiveness (e.g., "I want to see the life of the Native people.").

Communication
- The student uses appropriate oral communication skills with considerable effectiveness (e.g., pronunciation is mostly clear, volume is appropriate, and there is considerable eye contact with the audience, but the tone is sometimes monotonous).
- The student speaks freely without a great deal of reading from the poster.

Application
Student achievement in this category is assessed in relation to the level 3 poster samples.

Comments/Next Steps
- The rhythm of the student's speech is a bit stilted at times, but it does not interfere with the meaning.
- The student should work on varying sentence structure and tone of voice.

What Canada Means to Me (Oral Presentation) Level 4, Sample 1

The oral presentation transcribed below can be viewed on the videotape that accompanies this document.

Transcript of Oral Presentation

This picture is what Canada means to me.

This picture is the water of Canada. Canada is a country that have the best water, but last time I don't know what happened. Water is – have a problem.

This picture is the tourist. This place is, is good for tourists The people are surprised when they come to this place because it is nice and it's near the water.

This is the transport. Canada needs transport because is a big country and the people don't have cars need the subway, bus, or GO-train or go school.

This is springtime. In Canada when it is spring the flowers grow out. I like the flowers, and I like flowers in my country when it is spring and they have many flowers in the streets.

Any question?

[*Questions and answers were not recorded on the videotape.*]

Teacher's Notes

Knowledge/Understanding

Student achievement in this category is assessed in relation to the level 4 poster samples.

Thinking/Inquiry

- The student explains her choice of pictures with a high degree of effectiveness (e.g., elaborates on text for additional clarification).
- The student answers questions with a high degree of effectiveness (e.g., uses mostly complete sentences; often self-edits for meaning; provides some additional details; uses transition words such as "because"). [*Note: The questions and answers were not recorded on the videotape.*]

Communication

- The student uses appropriate oral communication skills with a high degree of effectiveness (e.g., pronunciation is mostly clear; eye contact is excellent; tone of voice is somewhat varied).

Application

Student achievement in this category is assessed in relation to the level 4 poster samples.

Comments/Next Steps

- The student should try to vary sentence structures in her responses.
- The student should try to be more creative in her answers.

What Canada Means to Me (Oral Presentation) Level 4, Sample 2

The oral presentation transcribed below can be viewed on the videotape that accompanies this document.

Transcript of Oral Presentation

This is my picture.

This is picture number 1. The title is "Different Culture". The people in my country don't accept the dog the same way in this country. The people in this country keep the dog inside the door, inside the house. In my country the people don't accept that the same way and the people always accept the dog outside.

Let's go to next picture.

The house in my country not done like this in Canada. Different. Very different. I like to live in this because this I choose this picture.

Let's go to other.

Showing affection. In Canada easy to show affection. But in my country can't show affection without a problem.

Let's go to next, last picture.

Grow up in Canada. The children grow up in Canada in very good and [*words unclear*]. They learn everything when they are very young. I like to grow up in Canada.

That's it. Any question, guys?

Question:
Why you did you choose picture houses in Canada?

Answer:
Because I like to live in this house. In apartment.
Any question? Any other question? Two more question?

Question:
Do you like this picture?

Answer:
Which one? This one? Grow up in Canada?

Question:
No all all the picture.

Answer:
I like this picture. Grow up in Canada. I hope when I grow up in Canada but I think I grow up in my country.

Question:
Do you like to show affection publicly? Do you like that?

Answer:
Yes, I like. Yes, I like. Any more questions, guys?

Teacher's Notes

Knowledge/Understanding

Student achievement in this category is assessed in relation to the level 4 poster samples.

Thinking/Inquiry

- The student explains his choice of pictures with a high degree of effectiveness and detail (e.g., "The people in this country keep the dog inside ... the house. In my country the people ... always accept the dog outside.").
- The student answers questions with a high degree of effectiveness (e.g., self-edits his oral mistakes).

Communication

- The student uses appropriate oral communication skills with a high degree of effectiveness (e.g., speaks freely without reading from the poster; uses appropriate body language with ease; maintains good eye contact with the audience and scans the audience for questions; uses mostly clear pronunciation and varies his tone of voice).

Application

Student achievement in this category is assessed in relation to the level 4 poster samples.

Comments/Next Steps

- The student needs to work on completing sentences orally.

Teacher Package

English Literacy Development Exemplar Task
Beginning Literacy,
ELD Level 1 – Open

Teacher Package

Title: What Canada Means to Me

Time requirement: Pre-task – 3.5 periods of 70 minutes each

Exemplar task – 5 periods of 70 minutes each

Description of the Task*

Each student will create a poster entitled "What Canada Means to Me". The poster will have four pictures showing the student's impressions of and experiences in Canada, with a caption accompanying each picture. Each caption should contain a title for the picture and two sentences that explain why the picture is special to the student.

Students will make an oral presentation explaining their posters to their classmates and answering questions posed by the class.

Final Product

A poster and an oral presentation captured on video are the final products.

Assessment and Evaluation

The task-specific rubric** will be used to assess the posters and the oral presentations.

* This task has been adapted from Unit 4, Activity 6, "Creating a Museum Display", in the course profile for Beginning Literacy, ELD Level 1, Open (Public).

Expectations Addressed in the Task

Oral and Visual Communication

Students will:

1. obtain key information from media sources and create simple media works;
2. use appropriate language to express opinions and offer advice;
3. retell past experiences and compare them with current circumstances;
4. ask and answer questions for clarification or confirmation.

Writing

Students will:

5. write simple texts following some conventions of standard Canadian English;
6. produce short, structured pieces of writing;
7. use capitalization and punctuation in simple sentences.

Teacher Instructions

Prior Knowledge and Skills Required

Before attempting the task, students should have had experience with the following:

- writing sentences to describe experiences and things that are special to them
- using capitals and periods
- creating or selecting pictures on a topic or theme
- labelling and providing captions for a variety of visual materials
- making posters
- making oral presentations about their work, in pairs, small groups, and to the whole class

** *The rubric is reproduced on page 42 of this document.*

- recognizing common Canadian symbols and images
- asking and answering questions following an oral presentation
- using picture dictionaries and classroom charts.

Accommodations

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of this performance task.

You may wish to review the relevant course profile for specific suggestions for accommodations appropriate for students in special education programs.

Materials and Resources

You should ensure that the following materials are available for students:

- a supply of Canadian magazines, catalogues, flyers, travel brochures, and newspapers that reflects the diversity of Canadian society and is suitable for classroom use
- picture dictionaries
- charts of Canadian symbols (see Preparation, below)
- sheets of poster paper and lined paper
- markers, pencils, glue sticks, scissors
- sufficient copies of the Student Checklist for Writing a Caption (Appendix 1) and the Student Checklist for Making an Oral Presentation (Appendix 2)

Preparation

You will need to prepare:

- charts of Canadian symbols (e.g., Canadian flag, Coat of Arms, coins, CN Tower, hockey, Terry Fox Run)
- a modified version of the task-specific rubric on chart paper, using phrases and simple sentences that the students can read and will understand

Rubric

Introduce the task-specific rubric to the students at least one day prior to the administration of the task. Review the rubric with the students and ensure that each student understands the criteria and the descriptions for achievement at each level.

Allow ample class time for a thorough reading and discussion of the assessment criteria outlined in the rubric.

Some students may perform below level 1. It will be important to note the characteristics of their work in relation to the criteria in the assessment rubric and to provide feedback to help them improve.

Task Instructions

Pre-Task (245 minutes)

Part 1 (70 minutes)

1. Ask students to recall something that is important to them from their country and have them explain what it is and why it is important. Using the students' responses, sketch several of these items on chart paper and record below each item a caption that includes a title and two sentences explaining why the item is important to the student. Post this chart as a model for the exemplar task.
2. Question students about the sketches and captions. Encourage students to ask additional questions. Record these questions on chart paper and post.
3. Post the prepared charts of Canadian symbols.
4. Lead students in a guided writing exercise to create captions for these Canadian symbols. Write the captions under the symbols.
5. Review/teach capital letters and end punctuation.

6. Model oral reading of the charts for the students. Have students practise reading the captions aloud. Have students copy the captions into their notebooks.
7. Have students practise posing questions about the symbols. Add any new questions to the list started in step 2.

Part 2 (105 minutes)

1. Have students form pairs, with each student discussing what seemed unusual when he or she first arrived in Canada. Although there may be differing opinions, have each pair decide upon two things that seemed unusual to them.
2. Have pairs of students create a poster by sketching or selecting pictures from magazines of the two things that seemed unusual to them. Ask them to entitle the poster "Things That Seemed Unusual".
3. Instruct students how to write a caption for each picture, including a title and two sentences explaining why each item is unusual.
4. Introduce the task-specific rubric by creating a modified version on chart paper, using phrases and simple sentences that the students can read and will understand. This is a very important step in the pre-task phase. Explain the purpose of the rubric and the assessment criteria. Post this modified version of the rubric in the classroom.
5. Distribute copies of the Student Checklist for Writing a Caption (Appendix 1). Devote as much time as needed to help students understand how to use the checklist.
6. Assist pairs with writing their captions. Students should use lined paper and markers to write their captions. Students should use picture dictionaries to assist with the writing task and should complete the Student Checklist for Writing a Caption.
7. Collect the completed posters and checklists and assess them formatively to ensure that the students are ready for the exemplar task.
8. Return the posters and checklists. Conference with the pairs of students. Refer to the students' version of the task-specific rubric and the Student Checklist for Writing a Caption.

Part 3 (70 minutes)

1. Explain how to make an oral presentation about a poster. Model for the class an oral presentation by referring to one of the charts from Part 1.
2. Review the criteria for the oral presentation in the students' version of the rubric created in Part 2.
3. Distribute copies of the Student Checklist for Making an Oral Presentation (Appendix 2). Devote as much time as needed to help students understand how to use the checklist.
4. Have each student in the pair practise presenting the poster to his or her partner. Before the presentation, encourage students to make notes of what they are going to say. Review how to use the task-specific rubric and to complete the Student Checklist for Making an Oral Presentation.
5. Have each pair join with another pair, and ask the students to take turns giving their prepared talk in these groups of four.
6. Remind students to ask questions after the presentation has been completed, using the posted list of questions started in Part 1, Step 2 for reference.

Exemplar Task (350 minutes)

Part 1 (70 minutes)

1. Distribute copies of the Student Instructions for the Exemplar Task: Part 1, Steps 1 and 2, and Part 2, Steps 1 and 2 (reproduced at the end of the Teacher Package). Read the instructions aloud and have students follow along. Explain any difficult words and encourage students to ask questions about the task.
2. Lead a class discussion on the topic "What Canada Means to Me". Have students reflect on and describe some of their impressions of and experiences in Canada. Write on the blackboard key words that come out of the discussion. To stimulate discussion, let students browse through some picture books on Canada.
3. Clarify that, for this exemplar task, students will need to make a poster by cutting out pictures from Canadian magazines, travel brochures, newspapers, catalogues, or flyers, or by creating their own drawings to reflect their impressions of and experiences in Canada. Encourage students to browse through the classroom supply of visual material for ideas.
4. Circulate, and assist students in selecting suitable pictures for their posters.
5. Have students select and cut out pictures for their posters. If this task is not completed, instruct students to bring pictures and drawings to class the next day to attach to their posters.

Part 2 (70 minutes)

1. Review the modified rubric.
2. Distribute copies of the Student Checklist for Writing a Caption and review how to write captions.
3. As outlined in the Student Instructions for the Exemplar Task: Part 1, Steps 1 and 2, ask students to create posters with accompanying captions.
4. Circulate, and assist students with writing captions.
5. Collect the posters.

Part 3 (70 minutes)

1. Distribute copies of the Student Checklist for Making an Oral Presentation and discuss what makes a good presentation.
2. Return the posters completed in Part 2.
3. As outlined in the Student Instructions for the Exemplar Task: Part 2, Step 1, have students practise making an oral presentation to a partner.

Part 4 (70 minutes)

1. Have students rehearse their presentations to the class, using the Student Instructions for the Exemplar Task: Part 2, Step 2 as a guide.
2. Given that this task will be videotaped, have students identify their poster number verbally at the start of their presentations.
3. Ensure that questions to be posed by the class to the presenter are assigned in advance of the videotaping.
4. Have students rehearse answers to the questions.

Part 5 (70 minutes)

1. As outlined in the Student Instructions for the Exemplar Task: Part 2, Step 2, have students present their talk to the class.
2. At the beginning of the videotaping, be sure to have each student identify his or her poster number verbally.

STUDENT INSTRUCTIONS FOR THE EXEMPLAR TASK
Part 1, Step 1

Create a Poster on "What Canada Means to Me"

You have 30 minutes to complete this work. Ask your teacher for help if you need it.

1. Create a poster by selecting four pictures that best show your impressions of and experiences in Canada.
2. Select pictures from Canadian magazines, catalogues, newspapers, flyers, or travel brochures, or create your own drawings.
3. Glue the four pictures or drawings onto poster paper. Leave room for the captions.
4. Give your poster the title "What Canada Means to Me".

STUDENT INSTRUCTIONS FOR THE EXEMPLAR TASK
Part 1, Step 2

Write Captions for the Pictures

You have 50 minutes to complete this work. Ask your teacher for help if you need it.

1. On lined paper, write a caption for each picture. Each caption must have a title for the picture and two sentences telling why the picture is special to you.
2. Look at the examples on the charts posted in the classroom to help with writing your captions.
3. Use picture dictionaries to help you do your best work.
4. Remember to complete the Student Checklist for Writing a Caption and to look at the rubric to help you do your best work.
5. Glue each caption near its matching picture on the poster.
6. Give your completed poster and checklist to your teacher.

STUDENT INSTRUCTIONS FOR THE EXEMPLAR TASK
Part 2, Step 1

Give a Talk About Your Poster

You have 70 minutes to complete this work.

Ask your teacher for help if you need it.

1. Based on your poster, you will give a 2–3 minute talk to the class on "What Canada Means to Me".

2. Work with a partner to plan what to say about your posters. In your talk you should explain the four pictures you chose.

3. Use your written captions to help you plan your talk. Make notes of what you want to say.

4. Put your notes in order of what you want to say.

5. Practise answering some of the questions written on the chart posted in the classroom.

6. Practise your presentation with your partner.

7. Remember to complete your Student Checklist for Making an Oral Presentation and to look at the rubric.

STUDENT INSTRUCTIONS FOR THE EXEMPLAR TASK
Part 2, Step 2

You have 3 minutes to do this.

1. Identify yourself by the number given to you by your teacher.

2. Now make your presentation.

3. Remember to make eye contact with your classmates.

4. Point to each picture on the poster as you explain it.

5. Remember, you have already practised your talk.

6. Answer the questions your classmates and teacher ask.

7. Hand in your poster.

Appendix 1

Student Checklist for Writing a Caption

Each caption has:		
1. a title		
2. reasons why the picture is special to me		

I used:		
1. capitals to start sentences		
2. periods to end sentences		
3. correct spelling		
4. some new vocabulary		
5. complete sentences		

Student's Name: _____

Date: _____

Appendix 2

Student Checklist for Making an Oral Presentation

1. I made notes from my captions.		
2. I used my notes to practise my talk.		
3. I practised all the new words.		
4. I practised with my partner.		
5. I practised speaking loudly and clearly.		
6. I practised making eye contact with my group		
7. I practised answering some of the questions on the list of questions posted in the classroom.		
8. I am ready for my presentation.		

Student's Name: _____

Date: _____

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